DOCUMENT RESUME

ED 153 496 FL 009 425

TITLE A Selected, Annotated Bibliography on Bilingual/Bicultural Education. Bilingual/Bicultural Education Series, No. 2. Indochinese Refugee Education Guides.
INSTITUTION Center for Applied Linguistics, Arlington, Va.
PUB DATE 76
NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Asian Americans; *Biculturalism; *Bilingualism; Bilingual Schools; Bilingual Students; Cross Cultural Training; Curriculum Planning; Educational Resources; Elementary Secondary Education; English (Second Language); *Indochinese; Information Sources; Language Instruction; Language Programs; Non English Speaking; *Refugees; *Resource Materials; Second Language Learning; Second Languages; Teaching Methods

ABSTRACT

This highly selective annotated bibliography is intended for the general K-12 classroom teacher who is unfamiliar with the purposes, methods and techniques of bilingual education. With the influx of Indochinese refugees into our nation's school systems, many teachers found that for the first time in their teaching careers, they had one or more non-English speaking children in their classrooms. In an attempt to help the refugee child adjust to the American environment, the teacher began to ask questions about native language instruction, English as a second language, necessary cultural components, etc. It is hoped that this bibliography will lead to some useful answers. The entries are divided into five sections: Information Sources, Anthologies, Bilingualism, General Aspects of Bilingual Education, Specific Bilingual Programs and Curriculum. (Author/AMH)

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Indochinese Refugee Education Guides

#2

BILINGUAL/BICULTURAL EDUCATION SERIES: A Selected, Annotated Bibliography on Bilingual/Bicultural Education

This highly selective bibliography is intended for the general K-12 classroom teacher who is unfamiliar with the purposes, methods and techniques of bilingual education. With the influx of Indochinese refugees into our nation's school systems, many teachers found that for the first time in their teaching careers, they had one or more non-English speaking children in their classrooms. In an attempt to help the refugee child adjust to the American environment the teacher began to ask questions about native language instruction, English as a second language, necessary cultural components, etc. The present bibliography will, we hope, lead to some useful answers.

We have divided the entries into five sections: Information Sources, Anthologies, Bilingualism, General Aspects of Bilingual Education, Specific Bilingual Programs and Curriculum.

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INFORMATION SOURCES

PROFESSIONAL ORGANIZATIONS

National Association for Bilingual Education (NABE). c/o Office of Bilingual Education, New York City Board of Education, 66 Court Street, Brooklyn, NY 11201.

Teachers of English to Speakers of Other Languages (TESOL). c/o School of Languages and Linguistics, Georgetown University, Washington, DC 20057.

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RESOURCE CENTERS

Title VII Bilingual Resource Centers

Listed below are the centers funded under Title VII of the Elementary and Secondary Education Act. They are of three types: Resource, Materials Development, and Dissemination/Assessment.

Resource:

Berkeley Resource Center, 1414 Walnut St., Berkeley, CA 94709.

San Diego Resource Center, San Diego State University, Institute for Cultural Pluralism, San Diego, CA 92102.

Regional Cross-Cultural Training & Resource Center, N.Y.C. Board of Education, Office of Bilingual Education, 110 Livingston St., Rm. 224, Brooklyn, NY 11201.

Multilingual/Multicultural Resource & Training Center for New England, 455 Wickenden St., Providence, RI 02903.

Bilingual Education Service Center, 500 South Dwyer Ave., Arlington Heights, IL 60006.

Bilingual/Bicultural Resource Center, P.O. Box 3410 USL, Lafayette, LA 70501.

Bilingual Education Resource Center, College of Education, University of New Mexico, Albuquerque, NM 87131.

Materials Development:

Asian American Bilingual Center, 2168 Shattuck, Berkeley, CA 94705.

Santa Cruz Bilingual Materials Development Center, P.O. Box 601, University of Arizona, Tucson, AZ 85721.

California State Polytechnic Multilingual/Multicultural Development Center, University of Pomona, 3801 W. Temple Ave., Pomona, CA 91768.

National Materials Development Center, 168 South River Rd., Bedford, NH 03102.

Spanish Curricula Development Center, 7100 N.W. 17th Ave., Miami, FL 33147.

Northeast Center for Curriculum Development, N.Y.C. Board of Education, Community S.D. #7, 778 Forest Ave., Bronx, NY 10456.

Midwest Materials Development Center, Forest Home Ave. School, 1516 West Forest Home Ave., Milwaukee, WI 53204.

Bilingual Materials Development Center, Camp Bowie (6800), Ft. Worth, TX 76107.

Native American Materials Development Center, Box 248, Ramah, NM 87321.

Dissemination/Assessment:

Bilingual Materials Dissemination Assessment Center at Fall River, 383 High St., Fall River, MA 02720.

Dissemination/Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, TX 78721.

Type B General Assistance Centers ("Lau Centers")

These Centers are funded under Title IV of the Civil Rights Act. Their primary function is that of helping school districts not in compliance with the recent "Lau vs. Nichols" Supreme Court Decision to set up appropriate bilingual/bicultural education programs.

Centers

Bilingual General Assistance Center, Box 11, Institute for Urban and Minority Education, Teachers College, Columbia University, New York, NY 10027.

Florida School Desegregation Center, School of Education, University of Miami, P.O. Box 8065, Coral Gables, FL 33124.

School of Education, Chicago State University, 95th St. at King Drive, Chicago, IL 60628.

Intercultural Development Research Association, 114 Glenview Drive West, Suite 118, San Antonio, TX 78228.

Coalition of Indian Controlled School Boards, Inc., Suite 4, 811 Lincoln, Denver, CO 80203.

Type B GAC Center, University of New Mexico, Albuquerque, NM 87131.

Institute for Cultural Pluralism, San Diego State University, San Diego, CA 92182.

Bilingual Education Program, Berkeley Unified School District, 1414 Walnut St., Berkeley, CA 94709.

Northwest Regional Educational Laboratory, Lindsay Bldg/710 SW, Second Ave., Portland, OR 97204.

DIRECTORIES, BIBLIOGRAPHIES

CARTEL: Annotated Bibliography of Bilingual/Bicultural Materials. Austin, Texas: Dissemination Center for Bilingual Bicultural Education, 1973-.

A monthly annotated bibliographic journal of audio-visual materials, curriculum materials, library resources and professional resources for bilingual/bicultural education.

Diaz, Carmen. "Bilingual-Bicultural Materials." Lawrence, Kansas: University of Kansas Special Education Instruction Materials Center, 1973. [ERIC ED 084 915]

This paper describes and evaluates bilingual/bicultural materials. Also given are reference sources and bibliographies for ESL Programs. Lists evaluative instruments for use in making assessments of children from Spanish-speaking families.

Guide to Title VII ESEA Bilingual Bicultural Programs, 1974-75. Austin, Texas: Dissemination Center for Bilingual Bicultural Education, 1975.

This publication is designed to serve as a guide and directory to programs funded during Fiscal Year 1974-75 through Title VII of the Elementary and Secondary Education Act. (The Guide for 1976 is presently in preparation.) The programs identified represent some forty languages and dialects. Each entry provides: name of the local education agency, the name of the project, the name of the project director, address, funding year, and the language used.

Salazar, Theresa. Bilingual Education: A Bibliography. Greeley, Colorado: Bureau of Research Services, University of Northern Colorado, 1975.

Contains an unannotated listing of books relating to bilingual education, periodicals, papers and speeches, research studies and curriculum guides. Also makes references to additional bibliographies.

PERIODICALS

The Bilingual Review/La Revista Bilingüe. New York: City University of New York, 1974-. 3 issues a year.

NABE: The Journal of the National Association for Bilingual Education. Long Island City, NY: Las Americas Publishing Co., 1976-. Quarterly.

TESOL Quarterly. Washington, DC: Teachers of English as a Second Language, 1967-. Quarterly.

Working Papers on Bilingualism/Travaux de Recherches Sur Le Bilinguisme. Toronto, Ontario: Ontario Institute for Studies in Education, 1973-. Irregular.

ANTHOLOGIES

Abrahams, Roger D. and Rudolph C. Troike, eds. Language and Cultural Diversity in American Education. Englewood Cliffs, NJ: Prentice-Hall, 1972.

This anthology of essays contains among its sections: The Problem, which is concerned with the teaching of linguistically and culturally different students; Culture in Education, emphasizing the importance of the educator in helping children of all backgrounds through a better understanding of those various cultures; Language, which presents basic information concerning language acquisition, grammar, competence and performance, dialects, and the history of the English language; Sociolinguistics, dealing with the role of language in social interaction and with the effects of bilingualism and multilingualism.

Cadzen, Courtney, V.P. John and D. Hymes, eds. Function of Language in the Classroom. New York: Teachers College Press, 1972.

A compilation of articles addressing: perspectives in nonverbal communication; bilingualism and bidialectalism, and communicative strategies and their utilization in the classroom. This book is an endeavor to provide useful information on the functions of language in the classroom. Discusses social relationships and social change as integral problems of school as they relate to styles of teaching and styles of learning vis-à-vis language. The authors state that the key to understanding language in context is to start, not with language, but with context.

Hymes, Dell, ed. Language in Culture and Society. New York: Harper and Row, 1964.

A major compilation of articles by noted anthropologists and linguistics dealing with integral issues as they relate to language and culture. The articles cover the broad, complex, and significant fields of linguistic problems as they are related to anthropological concerns. The themes covered can be summarized as follows: the evaluation of differences and similarities among languages; the significance of linguistic patterns for the basic outlook of a people; the relation between a people's vocabulary and their own interests; how speaking enters into norms of interaction among persons; and how social factors enter into linguistic change.

Pialorski, Frank, ed. Teaching the Bilingual. Tucson, Arizona: University of Arizona Press, 1974.

This is a collection of articles addressing vital issues in bilingual/bicultural education, bicultural understanding, measurement of bilingualism, and program implementation. The various perspectives (linguistic, socio-cultural, and pedagogical) offered by the authors will give administrators and teachers insights into a wide range of multi-disciplinary approaches in bilingual and bidialectal education.

Troike, Rudolph C. and Nancy Modiano, eds. Proceedings of the First Inter-American Conference on Bilingual Education. Arlington, Virginia: Center for Applied Linguistics, 1975.

Compilation of papers presented at the first Inter-American Conference on Bilingual Education, in Mexico City, November 1974. The authors (social scientists, educators, linguists, and government officials from the United States, Canada, and Latin America) present a wide range of viewpoints on critical issues of bilingual/bicultural education. Among the topics are: Goals and Models for Bilingual Education, Teaching the Second Language, Teaching the Mother Language, Development of Materials for Bilingual Education, Research in Bilingual Education.

Turner, Paul R., ed. Bilingualism in the Southwest. Tucson, Arizona: University of Arizona Press, 1973.

Focusing on the Mexican-American and the American Indian, this book has a number of articles concerning bilingualism and bilingual education in the Southwest. Discusses general problems and methods and includes an essay emphasizing the future needs of the fields of bilingualism and bilingual education.

BILINGUALISM

Bilingualism and the Bilingual Child: A Symposium. Offprint from The Modern Language Journal 49.3&4 (1965).

Contains a series of papers delivered at a Conference for the Teacher of the Bilingual Child. Subjects covered include the status and prospects of bilingualism in the U.S.; the acculturation of the bilingual child; teaching the bilingual child; psychological aspects of bilingualism; bilingualism, intelligence and language learning.

Fishman, Joshua A., Robert L. Cooper, Roxana Ma, and others. Bilingualism in the Barrio. (Language Science Monograph, 7.) Bloomington. Indiana: Indiana University, 1971.

A detailed and theoretical sociolinguistic study of Puerto Rican bilingualism in the greater New York and Jersey City areas. While much of the work may be too technical for many teachers, this study is included because it gives a general overview of and background for sociolinguistic studies of bilingualism, and a thorough explanation of the field work design, collection of data, and interpretation of data.

Fishman, Joshua A. "The Implication of Bilingualism for Language Teaching and Language Learning." In Albert Valdman (ed.), Trends in Language Teaching. New York: McGraw-Hill, 1966.

This excellent article presents a definition of bilingualism, a rationale for studying it, and some problems and profits arising from its presence.

Haugen, E. "The Stigmata of Bilingualism." In Anwar Dil (ed.), The Ecology of Language, Stanford, California: Stanford University Press, 1972.

For many people the definition of bilingualism is a euphemism for "linguistically handicapped". The author discusses the ambiguity present in the early literature of bilingualism: references to dangers of retardation, intellectual impoverishment, and schozophrenia, on the one hand, and the advantages of dual language and culture on the other. Excellent article for those interested in the more traditional perspectives regarding bilingualism.

Jensen, J. Vernon. "Effects of Childhood Bilingualism." Elementary English Part I: 39.2:132-43 (Feb. 1962); Part II: 39.4:358-66 (April 1962).

Extensive research review of negative and positive evidence regarding the effects of bilingualism on such areas as speech, intellectual and educational development, and emotional stability. Includes a section of procedural and attitudinal recommendations for elementary schools, a section evaluating the literature, and a bibliography of some 200 references.

Lambert, Wallace E. "A Social Psychology of Bilingualism." Journal of Social Issues 23.2:91-109 (1967).

Classic paper integrating sociopsychological research regarding bilingualism and the social influences affecting individual bilingual behavior. The article also deals with sociopsychological aspects of second language learning.

Lado, Robert. Linguistics Across Cultures: Applied Linguistics for Language Teachers. Ann Arbor, Mich.: University of Michigan Press, 1957.

Describes how to compare two languages and predict difficulties that will be encountered by a learner of a second language. Contrasts sounds, structures, vocabularies, and writing systems of two languages.

Mackey, W.F. Bilingualism as A World Problem. Montreal: Harvest House, 1967.

The discussion in this text should be of interest to administrators, teachers, and parents, who wish to acquire a broader perspective on bilingualism. The book is divided into three parts: the first attempts to expose bilingualism as a global problem as the author distinguishes between the bilingual individual and the bilingual country; the second part traces political factors as important elements in the universality of bilingualism; the third part discusses all factors which make bilingualism universal.

Mackey, W.F. "The Description of Bilingualism." Canadian Journal of Linguistics 7:2.51-85 (1962).

Traces the development of major definitions of bilingualism through a discussion of who is bilingual and what it means. Makes reference to such area of language contact and usage as: home language, community language, occupation group, recreation group, and school language.

Padilla, A.M. and E. Liebman. "Language Acquisition in the Bilingual Child." The Bilingual Review 2:1&2.34-55 (1975).

Excellent article concerned with the simultaneous acquisition of Spanish and English in three children. The authors compare this study with monolingual language acquisition studies. Authors found no evidence in the language samples that might suggest an overall reduced or slower rate of language growth for the bilingual children of the study.

Saville-Troike, Muriel. Bilingual Children: A Resource Document. (Bilingual Education Series, 2) Arlington, Va.: Center for Applied Linguistics, 1975.

The main focus of this resource book is to provide as succinctly as possible information on the issues of bilingualism and child language acquisition from an early childhood perspective. It is a wealth of well-documented references to, and discussions about, the Mexican American, Puerto Rican, and Native American child. The document points out some of the misunderstandings which occur between members of majority and minority cultures which may hamper the development of the bilingual child. Extensive bibliography appended.

Spolsky, Bernard, ed. The Language Education of Minority Children: Selected Readings. Rowley, Mass.: Newbury House, 1972.

Articles discuss issues crucial to bilingual/bicultural education, i.e. the expectations of language education, sociolinguistic perspectives, language assessment, and curriculum.

Ulibarri, Horacio. "Bilingualism." In Emma Marie Birkmaier (ed.), Britannica Review of Foreign Language Education (Vol. I). Chicago: Encyclopedia Britannica, 1968.

The author discusses the nature of bilingualism, the interrelationship between bilingualism and biculturalism, the problems faced by educators in handling the situation, and the implications for teachers. The relationship of bilin-

gualism to acculturation and biculturalism is noted, as are studies concerning these areas and others, including testing and social class stratification.

Weinreich, Uriel. Languages in Contact: Findings and Problems. New York: Linguistic Circle of New York, 1953.

Major publication in the study of bilingualism. Though highly technical, the introductory chapters provide excellent explanations of language developments as they occur when cultures and languages overlap and co-exist.

BILINGUAL EDUCATION: GENERAL

Andersson, T. and M. Boyer. Bilingual Schooling in the United States. (2 vols.) Austin, Tex.: Southwest Educational Development Lab., 1970.

Excellent and readable historical overview of societal and cultural factors that have influenced bilingual schooling in the U.S. A major focus of these volumes is an explanation of the Bilingual/Bicultural Education Act of 1968 and proposed guidelines. The authors also provide a general overview of earlier bilingual programs across the U.S.

Benitez, M. "Bilingual Education: the What, the How, and the How Far." Hispania 54:499-503 (Sept. 1971).

Introductory article on the components of a bilingual/bicultural program and organizational procedures for such. Discusses information on teaching Spanish and English skills, and offers insights on the development of a cultural component in the curriculum.

Bilingual Education Act: Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-third Congress. Washington, DC: Government Printing Office, 1974.

Three bills concerning education of the limited English speaking child, teacher training for bilingual education programs, qualifications for schools receiving federal aid for bilingual education, and expansion of programs of bilingual education.

Bilingual Education: An Unmet Need. Washington, DC: General Accounting Office, 1976.

An assessment of how bilingual education was or was not carried out under the 1968 Bilingual Education Act. Current needs are outlined and possible guidlines discussed.

Center for Applied Linguistics. Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education. Arlington, Va.: Center for Applied Linguistics, 1974.

This brief statement is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual/bicultural education teachers, as well as the design and evaluation of bilingual/bicultural teacher training programs.

Engle, Patricia Lee. The Use of Vernacular Languages in Education: Language Medium in Early School Years for Minority Language Groups. (Bilingual Education Series, 3) Arlington, Va.: Center for Applied Linguistics, 1975.

Excellent reference on materials relating to the possible advantages of initial reading and subject matter in a child's native language before introducing him to instruction and reading in his second language. Discussion on major issues and recommendations of two basic language learning approaches: the Direct Method and the Native Language Approach. Detailed description of four studies relating to teaching initial reading and subject matter in a child's first language.

Fishman, Joshua A. Bilingual Education. Rowley, Mass.: Newbury House, 1976.

Presents an international perspective on bilingual education from the standpoint of educational as well as sociological needs. Of practical interest to teachers are thumbnail sketches of ten bilingual schools outside of the United States.

Fishman, Joshua A. "The Politics of Bilingual Education." In James E. Alatis (ed.), Bilingualism and Language Contact: Anthropological, Linguistic, and Sociological Aspects. (Georgetown Univ. Monograph Series on Language and Linguistics, 23) Washington, DC: Georgetown University, 1970.

Discusses the possible role of language scholars and language teachers in influencing bilingual education legislation. Suggests some techniques and approaches suited to the initial organizational stage of a bilingual education lobby, and highlights pertinent political issues that reconceptualize what America is and what it should do.

Geffert, Hannah, Robert Harper, Salvador Sarmiento and Daniel M. Schender. The Current Status of U.S. Bilingual Education Legislation. (Bilingual Education Series, 4.) Arlington, Va.: Center for Applied Linguistics, 1975.

This is a historical overview and explanation of legislation that has influenced America's "language tradition". It cites specific legislation at the state and federal level in effect as of Spring 1975, and mentions, as well, court decisions, such as the Lau vs. Nichols decision.

Peña, Albar. "Bilingual Education: The What, the Why and the How?" NABE 1.1: 27-34 (1976).

Gives a brief explanation of the Bilingual Education Act of 1968 and the 1974 amendments, explains the needs for bilingual education in the U.S., and comments on the role that must be played by parents, teachers, school administrators and the general public.

Saville, Muriel and Rudolph C. Troike. A Handbook of Bilingual Education. Washington, DC: TESOL, 1971.

Addressed to teachers and administrators, this handbook is a practical guide for those working in bilingual programs. The authors review the history of and fundamental considerations in bilingual education, and consider the linguistic, psychological, sociocultural, and pedagogical problems involved. Each section contains an excellent bibliography.

Trueba, Enrique T. "Bilingual/Bicultural Education: An Overview." In L.J. Rubin (ed.), Handbook on Curriculum. Boston: Allyn & Bacon, 1975.

Excellent historical overview of bilingual schooling in the U.S., including developments up to the 1974 Bilingual/Bicultural Education Act amendment. The article raises issues that are critical to those involved in bilingual education, such as: what are the criteria used to identify children eligible for bilingual education?; and does bilingual education respond to the expectations of ethnic groups?

The author perceives bilingual/bicultural education as a multi-disciplinary and cross-cultural field that draws from psychology, sociology, anthropology, pedagogy, and linguistics. Other concerns discussed are teacher-training, research, and evaluation.

von Maltitz, Frances Willard. Living and Learning in Two Languages: Bilingual-Bicultural Education in the United States. New York: McGraw-Hill Book Co., 1975.

The most recent overview of developments in Bilingual/Bicultural Education. Author presents historical and sociological perspectives in Bilingual Education; a concise rationale for bicultural education; discussions on the Bilingual Education Act of 1968 and the 1974 Amendment; and descriptions of methodological approaches in the bilingual classroom.

BILINGUAL EDUCATION: SPECIFIC PROGRAMS AND CURRICULUM MODELS

Baratz, Joan C. and Janice C. Redish. "Development of Bilingual/Bicultural Education Models." Washington, DC: Education Study Center, 1973.

This report includes chapters on the goals of bilingual education, the development of theoretical models for bilingual education, and the realization of concrete educational models. Other subjects discussed include methodology, testing and measurement and teacher training.

Bell, Paul. "The Bilingual School." In J. Allen Figurel (ed.), Reading and Inquiry: Proceedings of the International Reading Association, 10. Newark, Del.: International Reading Assoc., 1965.

Describes the origin, organization, and implementation of a bilingual-bicultural curriculum for a public school in Miami, Florida. Goals for the program, community planning, staff organization, and curriculum development are lucidly presented.

Bernal, Ernest M., Jr. "Models of Bilingual Education, Grades K-3, for a Planned Variation Study." Arlington, Va.: ERIC, April 1974. [ED 097 157]

The article presents four different theoretical and methodological approaches to bilingual education. The Models are: the Behaviorist Model, the Immersion Model, an Eclectic Model, and a Child-Centered Model.

Campeau, Peggy and others. "The Identification and Description of Exemplary Bilingual Education Programs." Palo Alto, Calif.: American Institutes for Research, 1975.

Report of a study undertaken for the U.S. Office of Education. Discussion includes methodology and conclusions of study as well as detailed program descriptions.

Cohen, Andrew. "Bilingual Schooling and Spanish Language Maintenance: An Experimental Analysis." The Bilingual Review 2:1&2.3-12 (1975).

A description of the Redwood City Bilingual Education Project which aims to maintain a minority group's language and culture. Their longitudinal study shows that Mexican American students in the bilingual program were using Spanish more after several years than comparable children schooled conventionally.

Cohen, Andrew D. "The Culver City Spanish Immersion Program: the First Two Years." The Modern Language Journal 58:3.95-102 (1974).

Describes a program designed for English-speaking students participating in a bilingual program and discusses definite policy implications for bilingual education programs elsewhere. The Culver City Spanish Immersion Program is modeled after the St. Lambert project in Montreal, Canada. The author discusses the monolingual Spanish curriculum for the English dominant children, the parental support that made the program possible, and results from evaluations.

Gaarder, Bruce A. "Organization of the Bilingual School." Journal of Social Issues 23:2.110-120 (1967).

Presents one of the most well developed conceptualizations of the nature of bilingual education available. Complex models of "one-way" schools (one group learning in two languages) and "two-way" schools (two groups, each learning in its own and the other's language) are juxtaposed in terms of such dimensions as: mother tongue added or second language added to the curriculum; segregated classes or mixed classes; equal or unequal time and treatment, etc.

Jenkins, Mary. Bilingual Education in New York City. Brooklyn, NY: Office of Bilingual Education, New York City Board of Education, 1971.

This report is divided into eight sections. Among them are (1) Bilingual Education -- A Historical Perspective; (2) The Puerto Rican Child in the New York City School System; (3) Bilingual Education in the New York City School System; (4) Funding for Bilingual Programs; (5) Rationale for Bilingual Education.

John, Vera and Vivian Horner. Early Childhood Bilingual Education. New York: Modern Language Association, 1971.

Included in this work are comments concerning various bilingual programs around the country. The work at Rough Rock and Coral Way is discussed, as is bilingualism in New York City. The importance of combining bicultural education with language study is emphasized.

Lambert, Wallace and Richard Tucker. Bilingual Education of Children: the St. Lambert Experiment. Rowley, Mass.: Newbury House, 1972.

A very thorough longitudinal study of a bilingual program, covering seven years of Canadian children (K-6) in a French-English setting. Gives detailed explanations of how the program was initiated, parental support, the organization of the program, and teacher competencies. Also given is detailed description of research design using both pilot groups and control groups.

Mackey, W.F. Bilingual Education in a Binational School: A Study of Equal Language Maintenance Through Free Alternation. Rowley, Mass.: Newbury House, 1972.

A case study of the JFK School in Berlin. In discussing factors that promote bilingualism in a school, the author examines the make-up of the population, teaching staff, selection and special characteristics of teachers. Of special interest is the author's often cited "Typology of Bilingual Education".

Macnamara, John. Bilingualism and Primary Education: A Study of Irish Experience. Edinburgh: Edinburgh University Press, 1966.

The best single study of bilingualism in one country, especially from the standpoint of how nation-wide programs in bilingual education can be managed, or mismanaged.

Discusses the often disappointing efforts of the Republic of Ireland to create a school population fluent in Gaelic as well as in English.

Zintz, Miles V. "What Classroom Teachers Should Know about Bilingual Education." Albuquerque, NM: University of New Mexico, 1969. [ERIC ED 028 427]

This report is divided into the following chapters: (1) Cross-Cultural Education; (2) Problems in Second Language Learning; (3) Classroom Methodologies; (4) Special Aspects of Vocabulary; and (5) The Bilingual School.

Zirkel, Perry A. "Bilingual Education Programs at the Elementary School Level: Their Identification and Evaluation." The Bilingual Review 2:1&2.13-21 (1975).

This study assesses the relative effectiveness of various experimental models of bilingual education with respect to selected pupil and parent outcomes. The study shows that bilingual instructors can be an effective means of improving the educational opportunities of limited English-speaking students in the primary grades. Author also stresses the need to achieve solid commitment, continuity, and coordination on the part of both school and community if significant status is to be accorded the native language.